

Greenhaw Primary and Nursery School.



Policy for the Inclusion of Newcomer Children

2018

Rationale

Greenhaw Primary and Nursery School demonstrates its continuing awareness for the personal and social development of all our newcomer pupils with English as an Additional Language (EAL) through our E.A.L. arrangements and provision. At Greenhaw Primary and Nursery School, we approach the inclusion of our children with EAL in a positive way. Great emphasis is placed on nurturing the children as secure, successful and fully participating members of the school and of the wider community. Newcomer children are encouraged to be fully integrated into the school's daily routines, the curriculum and the extra-curricular activities. We acknowledge that pupils learning English as an additional language have expert status in terms of language and other cultures as well as having particular learning needs and abilities. Newcomer pupils can be used as a resource to help us celebrate diversity. We affirm they are just as capable as any other child and benefit from working alongside competent speakers of English. We are committed to giving our newcomer children equality of opportunity to achieve their best from their time spent at Greenhaw Primary and Nursery School (see mission statement). At Greenhaw Primary and Nursery School, we promote the rights of every child in accordance with the UNCRC.

Purposes.

Our policy for the inclusion of Newcomer Children will:

- Ensure the classroom environment supports all learners.
- Ensure that the self-confidence and self-esteem of pupils with EAL is promoted.
- Help children with EAL to feel secure, and free from emotional and physical harm
- Make sure their opinions are valued and their concerns dealt with sympathetically and appropriately.
- Enable all pupils to work with their peers and to grow to value and respect the contributions and views of Newcomer children.
- Make sure there are clear lines of communication and good flexible relationships with relevant external support agencies, including EA.
- Ensure that positive approaches are used to establish and maintain good relationships between pupils who have English as a first language at home and those who do not.
- Promote awareness of the valuable contributions Newcomer children bring to Greenhaw Primary and Nursery School by developing an understanding and respect for differences among all staff, children and parents.
- Ensure that lessons are planned to support language acquisition.
- Ensure the curriculum is presented to ensure access by all. Teachers are encouraged when planning to continually screen the curriculum for any kind of bias.

Guidelines

The achievements of pupils with EAL, whether inside or outside the classroom, are recognised, valued and celebrated by the school, and in this way, each pupil's self-esteem is enhanced.

The staff are well informed about the difference between the needs children with EAL and those with S.E.N. We agree that while pupils learning English as an additional language have particular learning needs and abilities this is not the same as special educational needs and therefore children with EAL are not necessarily withdrawn for support with children who have S.E.N.

EAL Targets are set in September and reviewed in February, set in February and reviewed in May after annual screening.

There is regular liaison with parents of E.A.L children

The appropriate support agencies liaise with the school.

We aim to give our Newcomer children the opportunity to succeed and reach the highest level of personal achievement. When planning their work teachers take into account the V.A.K. approach to learning and teaching. Shared resources are agreed and available in Fronter.

Any liaison between parents of EAL children and the school during PTC or otherwise are copied to the SENCo.

Assessment and evaluation

- The Common European Framework and descriptors of second language development is used summatively twice a year for two main reasons:
 - 1 To monitor progress
 - 2 To plan progression. By looking at the level descriptors, we can decide which indicators to concentrate on within the two areas (social linguistic competence/ language development) It is the teacher's decision whether to consolidate a level or move on to the next one.

It is important to discuss these targets with EAL pupils as they need to know what they have to practise.

- Classroom observation will complete the picture in terms of the child's language development: oral skills, social language, academic language, relationships with peers, understanding of the tasks and confidence. Teachers concerned that the EAL child may need to be on the SEN register liaise closely with the SENCO.

Resources

Pupils with EAL are given "the same but different" (e.g. more visuals, a specific "buddy" if required).

Use the "human resources" in the classroom i.e. the children, to help connect the learning for the EAL children. This type of good practice involves stating the learning objectives, giving the big picture and planning time for a plenary at the end of the lesson to consolidate what has been learnt. These teaching strategies are all reinforcement and repetitions of the same message and consolidate the understanding of the pupil with EAL.

See EAL file for supplementary Literacy resources (kept in Principal's office).

Homework

Homework given to children with EAL should be differentiated and clearly contribute to the language and content targets.

This policy is revised regularly

Mr. Kevin Smith
Literacy and Assessment coordinator
EAL Coordinator